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ABSTRACT

With heightened awareness to issues of school safety, it is important for elementary schools to take an active role in promoting constructive responses to conflict. The week of May 1-7, 2000 has been designated as Conflict Management Week by the Governor of Ohio. Conflict is a natural and inevitable part of living; however, managing conflict is difficult for many people because they have not been taught how to resolve differences in cooperative, nonviolent ways. This activity booklet/guide first offers ideas for how schools can engage in school-wide activities. The guide then describes a process for improving the overall climate of the school through the use of the classroom meetings. Six steps to conflict resolution are offered in the guide, as well as activities for helping students become aware of underlying causes of conflict. According to the guide, in addition to learning steps of a conflict management process, teachers may also work with students to enhance the communication skills used in conflict management; these include understanding blocks to communication, being aware of nonverbal communication, using "I" statements, and using active listening skills. The guide is divided into four broad sections: School-Wide Activities; Learning about Conflict; Communication Activities; and Conflict Management across the Curriculum. (NKA)

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Let's Resolve Conflicts Together

Conflict Management Week
May 1 - 7, 2000

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ELEMENTARY SCHOOL CLASSROOM ACTIVITIES

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Conflict Management Week
Elementary Activity Guide

The week of May 1-7, 2000 has been designated by the Governor of Ohio to be Conflict Management Week. With heightened awareness to issues of school safety, it is important for schools to take an active role in promoting constructive responses to conflict. The resources in this guide will help you do that.

During Conflict Management Week your school may wish to engage in school-wide activities to draw attention to issues of conflict and peace. Ideas offered by OEA are found of page 1-2 of this guide. A description of a process for improving the overall climate of the school through the use of the classroom meetings will be found on pages 3-4.

A first step in promoting constructive responses to conflict is to gain an understanding about conflict. Conflict is a natural and inevitable part of living. Managing conflict is difficult for many people because they have not been taught how to resolve differences in cooperative, nonviolent ways. However, appropriate responses can be learned. The *six steps of conflict resolution* are shared on pages 6-8, including a poster that can be reproduced for classroom use. Conflicts abound in part because individuals have different values, needs and desires. If the cause of a conflict is understood, the possibility of lasting resolution is greatly enhanced. Activities for helping students be aware of underlying causes of conflict are offered on pages 10-14.

Communication problems can lead to misunderstanding and make conflicts more difficult to resolve. In addition to learning steps of a conflict management process, teachers may also work with students to enhance the communication skills used in conflict management. These include understanding blocks to communication, being aware of nonverbal communication, using *I* statements, and using active listening skills. Resources to teach these skills are included in this guide on pages 17-22.

Making use of themes of conflict can invigorate subject areas across the curriculum. Studies have shown that student comprehension and retention of material was enhanced when students applied conflict concepts and skills in their academic subjects (Johnson & Johnson, 1996)[1]. There are numerous ways to infuse conflict awareness into every area of the curriculum. A few of them are offered on pages 23-29. Finally, a resource for sharing helpful conflict resolution strategies with parents is included on page 30.

I hope you will find these resources useful and that you have a successful Conflict Management Week. For more information visit our website at www.state.oh.us/cdr/ or contact:

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[1] Johnson, D.W. & Johnson, R. (1996). Conflict resolution and peer mediation programs in elementary and secondary schools: A review of the research. Review of Educational Research, 66, 459-506.

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School-Wide Activities

A Week Against Violence

Some ideas from OEA's Peace and International Relations Committee.

To help OEA members organize the observance of a "Week Against Violence" in their own school system, the PIR Committee has compiled a list of suggested activities. The suggestions have been compiled from several resources, including the Young Women's Christian Association (YWCA), which originated the Week Without Violence program nationally.

School activities

- **Peace graffiti wall.** Line a brick wall with brown or white paper. Add brick lines and the students, teachers and parents send a peaceful message.
- **Peace march.** Have students make their own peace signs. Take a peace walk.
- **Sing-a-long.** Invite parents and community members for an old fashioned peace sing-a-long.
- **Contests, contests.** Poetry, posters, essays and more!
- **Fashion show.** Decorate hats, cardboard, T-shirts, buttons, etc. with peaceful messages.
- **Peace assembly.** Each class will share an activity from the suggested classroom ideas.
- **Peacemaker tree.** Each time a student completes a peacemaking task, fill out a leaf and add it to the tree.
- **Turn off the violence day.** Students and parents fill out a contract to turn off any violent TV program and work together on something peaceful. Post the contracts in the school.
- **Exchange readers.** Older students will read stories with a nonviolent message to younger students.
- **Peace toss contest.** Decorate frisbees with peace signs. Toss them for distance.
- **Peace cookies bake sale.** Decorate sugar cookies with peace signs. Send proceeds to an organization against violence.
- **Community guest speakers.** Ask members of the local and state government to speak about conflict and about ways to deal with it.

Classroom activities

- **Find kindness in the newspaper.** Create a collage of pictures and words demonstrating a peaceful environment.
- **Design peaceful bumper stickers.**
- **Develop a "Peace Newspaper."**
- **Read "Random Acts of Kindness."**
- **Create a nonviolence pledge** to be read every day.
- **Write a play** and perform for parents and other classes.
- **Create peace word searches** and crossword puzzles. Change the lyrics to a popular song to fit the peace theme.
- **Sponsor an essay contest** about violence.
- **Start a peace train** or corner for reading.
- **Perform a peace rap** or peace song.
- **Start a peace chain** for doing good deeds.
- **Come up with a peace quote** for the day.
- **Study the great peacemakers.**
- **Analyze the number/amount** of violent programs/violence on TV and in music.
- **Write a letter** to the future me

- **Write about what it will be like** ten years down the road, including one's hopes for peace.
- **Identify ten student acts of peace.**
- **Give students an "I have a dream"** writing assignment for making the world more peaceful.
- **Have students design** and put up peace posters.
- **Display a peace quilt.**
- **Make place mats and posters** and decorate grocery bags for businesses to use.
- **Contact the local police** department for ideas.
- **Paint a peace mural** on a wall in the school.
- **Study the amount of publicity** given to peaceful versus violent events on the front page of the newspaper.
- **Do a good deed.**

Community activities

- **Host an evening** of cooperative family games.
- **Sponsor a series of lectures** about handling conflict in the home.
- **Start a peer mediation** class for parents and kids.
- **Sponsor a safety fair** for children and adults to raise self-esteem and promote self-confidence.
- **Get involved in community service** projects (for example, food banks or work with senior citizens).

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September, 1996, pp. 10-11.

Creating a Democratic Classroom Environment: The Class Meeting

Twenty Kinds of Class Meetings

1. *Good news meeting:* "Who has some good news to share?

2. *Circle whip*: Go around the circle; everyone can either complete the "sentence-starter" or choose to pass. After everyone has had a turn, the teacher can use individual students' responses as a springboard for interactive discussion. Some sample sentence-starters are:
   - "Something I like about this class . . ."
   - "Something I think would make our class better . . . "
   - "A decision I think we should make . . ."
   - "I'm wondering why . . ."
   - "Something that bothers me . . ."
   - "I wish . . ."

3. *Appreciation time:* "Who would you like to appreciate?"

4. *Compliment time*: One or two children are chosen; taking one child at a time, the teacher invites classmates to say something they like or admire about that person.

5. *Goal-setting meeting:* Discuss the goals for the morning, the day, the week, a curriculum unit, the academic year.

6. *Rule-setting meeting:* "What rules do we need for our classroom?" "For going to gym?" "For the upcoming field trip?"

7. *Rule-evaluating meeting:* Have students write about, then discuss the following questions: "What are the school rules? Why do we have them? Are they good rules? If you could change one rule, what would it be? Do any of our classroom rules need changing to make them work better?"

8. *Stage-setting meeting:* For example, before a small-group activity: "What can you do to make things go smoothly in your group?"

9. *Feedback and evaluation:* "How well did you work together?" "How could you make it go better the next time?" "What was good about today?" "How can we make tomorrow a better day?"

10. *Reflections on learnings:* "What did you learn from this activity (unit, project, book)?" "One new idea or understanding?"

11. *Student presentation:* One or two students present a piece of their work, such as a project or story; other class members ask questions and offer appreciative comments.

12. *Problem-solving meetings:*
- *Individual problem:* "Who's having a problem that we might be able to help solve?"
- *Group problem:* "What's a class problem we should talk about?"
- *Complaints and recommendations:* Ground rule: You can make a complaint about a problem, but you have to offer a recommendation for correcting it.
- *Fairness meeting:* "How can we solve this conflict (e.g., cutting in line, disputes over materials or equipment, arguments over cleanup) in a way that's fair to every-body?

13. *Academic issues:* "Why do we have to study this?" "What would help you do a better job on homework?" "On the next test?" "How could the last test have been improved?"

14. *Classroom improvement meeting:* "What changes would make our classroom better?" Possibilities: changing the physical arrangement of the classroom, new ways of working together, new learning games, ideas for class-created bulletin boards, etc.

15. *Follow-up meeting:* "How is the solution/change we agreed upon working? Can we make it work better?"

16. *Planning meeting:* "What group projects would you like to do?" "What topics to study?" "What field trips to take?" "What would be fun to do differently next week in spelling, math, or science?" "What would be the most exciting way to study this next topic?"

17. *Concept meeting:* "What is a friend? How do you make one?" "What is a conscience? How does it help you?"

18. *Sticky situations:* "What should you/would you do if: You find a wallet on the sidewalk with $20 in it?" . . . "You find just a $20 bill?" . . . "You see a kid stealing something from somebody else's locker?" . . . "There's a new kid that you'd like to be nice to but your friends think she/he is weird?" . . . "A friend asks to copy your homework?" . . . "A friend you're with shoplifts a CD?" . . . "Two kids on the bus are picking on a little kid and making him cry?"

19. *Suggestion box/class business box:* Any appropriate item students have submitted for discussion.

20. *Meeting on meetings:* "What have you liked about our class meetings? What haven't you liked? What have we accomplished? How can we improve our meetings?"

Ten Steps in a Class Meeting

1. *Circle up:* Form a good circle and call the meeting to order.

2. *Set the agenda:* State the purpose and goals for the meeting.

3. *Set the rules:* Establish or review rules for "good talking and listening."

4. *Identify partners:* Pair up students who will discuss the problem or topic under consideration.

5. *Pose the problem or question:* For example, "Several people have said there's a lot of name-calling on the playground lately. What can we do to solve this problem?"

6. *Personal thinking time:*Give students a silent minute to think about the question individually.

7. *Signal for quiet:* Establish a signal (e.g., flick of the lights) for stopping partner talk in order to begin whole-group discussion.

8. *Partner talk:* Have partners (in place) share thoughts with each other (3 to 5 minutes); circulate to help those who may be slow to interact.

9. *Whole-group discussion:* Invite several pairs of students to share their ideas with the group; invite reactions to these ideas; pose follow-up questions; if appropriate, reach and record agreement on action to be taken and plan implementation, and set a time for a follow-up meeting.

10. *Close the meeting:* See "Various Ways to Close a Class Meeting" below.

Various Ways to Close a Class Meeting

1. *Review:* If the meeting produced an agreement, review it.

2. *'Round the horn:* "Let's go around for final, brief comments; you may pass if you wish."

3. *Remembering:* "What's something somebody said that you though was a good point, even if you didn't agree with it? Take a moment to think . . . then share."

4. *Learning:* "Think of something you learned from today's meeting . . . " Then go around, or ask for volunteers.

5. *Questions:* "What's a question that's still on your mind?"

6. *Complete the sentence:* Invite all to complete a sentence starter (e.g., "At the end of this meeting, I think . . ." or, "I feel . . ." or, "I hope . . .").

7. *Partners:* Students respond to any of the above, then share it with their class meeting partner (or change partners).

8. *Future topics:* "Suggested topics for our next meeting?"

9. *Silence:* "Take a minute to think about today's meeting . . . a new idea you got . . . something you'll do differently as a result of our discussion. . . . Write it down or just keep it in mind."

10. *Evaluation:* "What did you like about today's meeting? What made it a good discussion? What could we do better or differently next time?"

Excerpted with permission from *Educating for Character: How Our Schools Can Teach Respect and Responsibility* by Thomas Lickona © 1991 Bantam Books

Learning About Conflict

S.O.S Steps to Resolve a Conflict

S tory Each person tells his/her side of the story including using an I-Message to say how each feels.

O ptions Both people suggest possible solution options.

S olutions Both agree on a solution. Make sure the option agreed to is safe, fair and will work for both people.

Developed by Gayle Hinesand Vinia Roberts Park Layne Elementary School, New Carlisle, Ohio. Based on "Steps to Resolve a Conflict" by The Community Board Programs, Inc.

S.O.S: Steps To Resolve A Conflict Grade Level: 3-6

Begin with the Big Cs: Calm Down Cool-Off Chill-Out

Remember to:

✓ Find a good time and place to talk.

✓ Avoid the blame game.

✓ Get all of the facts.

✓ Acknowledge feelings.

✓ Listen to what the other person is saying.

✓ Focus on the problem-not the person.

S - STORY

1. Both people agree to talk about the problem and follow ground rules:
   - ★ One person talks at a time.
   - ★ No interrupting.
   - ★ No name-calling or put-downs.
   - ★ Be honest.
2. One person tells his/her side of the story, including "I" Message to say how you feel.
3. The other person restates what the first person said (e.g. "What I hear you saying is...") and may ask questions to clarify understanding.
4. Now, the second person tells his/her side of the story, including "I" Message.
5. The first person then restates what the other person said and may ask questions to clarify understanding.
6. Agree on what the problem is.

O - OPTIONS

Brainstorm options with both people suggesting possible solution options (e.g., "Well, how about ..."). Remember no evaluating -- all suggestions are accepted at this point and written down.

S - SOLUTION

1. Evaluate options. Look for options that are safe, fair and will work for both people.
2. Choose a solution where both people can be winners.
3. If it doesn't work, get back together and discuss other options.
4. If this doesn't work and there is still a problem, ask someone for help.

Developed by Gayle Hines and Vinia Roberts, Park Layne Elementary School.
Based on "Steps to Resolve a Conflict," Community Board Program, Inc.

HOW TO SETTLE DIFFERENCES

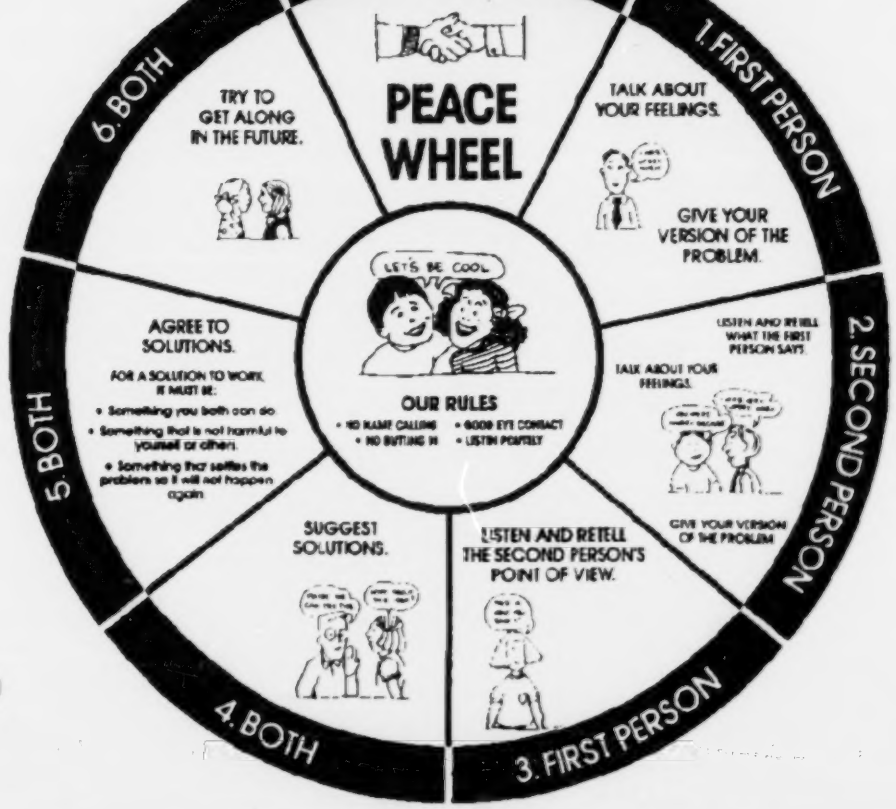
Resolution is a settlement between them.

TAKE TURNS

Everybody Wins

AVOID

Sometimes it's not worth the bother. Let the other person have it.


PEACE WHEEL
1. FIRST PERSON
TALK ABOUT YOUR FEELINGS.
GIVE YOUR VERSION OF THE PROBLEM.
2. SECOND PERSON
LISTEN AND RETELL WHAT THE FIRST PERSON SAYS.
TALK ABOUT YOUR FEELINGS.
GIVE YOUR VERSION OF THE PROBLEM.
3. FIRST PERSON
LISTEN AND RETELL THE SECOND PERSON'S POINT OF VIEW.
4. BOTH
SUGGEST SOLUTIONS.
5. BOTH
AGREE TO SOLUTIONS.
FOR A SOLUTION TO WORK, IT MUST BE:
• Something you both can do
• Something that is not harmful to yourself or others.
• Something that settles the problem so it will not happen again.
6. BOTH
TRY TO GET ALONG IN THE FUTURE.
LET'S BE COOL
OUR RULES
• NO NAME CALLING
• NO BUTTING IN
• GOOD EYE CONTACT
• LISTEN POLITELY

GET HELP

People who may be counted on for a fair decision include friends, parents, teachers, religious leaders.

APOLOGIZE

"I'm Sorry" doesn't mean "I'm Wrong." It lets the other person know that you are sorry about the situation.

Reprinted with permission from *Creative Conflict Solving for Kids* by Fran Schmidt and Alice Friedman, © 1985 the Grace Contrino Abrams Peace Education Foundation

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Conflict Web

Grade Level: 3-6
Subject: Language Arts

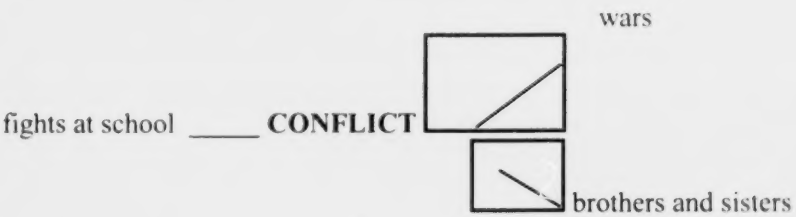
Materials: chalkboard and chalk or very large sheet of paper with crayons/markers

Procedure:

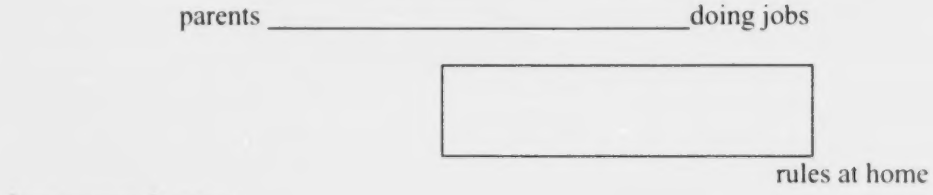
This activity gives students a look at the big picture about conflict.

1. In the center of the paper write the word "Conflict", and circle it.

2. Ask the class what the word means and what associations and memories it evokes. Each time something is suggested, draw a solid line from the main circle and add the word or phrases:



3. As students begin suggesting ideas related to those previously suggested, link them not to the main circle but to the appropriate previous contribution.



Continue the web as long as interest remains high.

Discussion:

How could we define conflict? What causes conflict?
What elements do all conflicts seem to have in common?
What makes it worse? What cools it off?

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Basic Needs — Grade Level: K-6

Objective: To learn that most conflicts between people involve the attempt to meet basic needs for belonging, power, freedom and fun

Materials:
Distribute the worksheets that follow: "How We Meet Our Basic Needs," "How I Meet My Basic Needs," and "Looking at My Conflicts."

Procedure:

1. Refer the group to "Basic Needs," and discuss. Emphasize that most disputes between people involve the attempt to meet basic needs for belonging, power, freedom, and fun.

2. Refer the group to "How We Meet Our Basic Needs." Discuss the idea that, although we all share the same basic needs, the things each of us chooses to do to meet these needs is different. For example, everyone has a need for power. However, Paul gets this need met by developing his music skills. Elizabeth gets this need met by being on the soccer team. Darrin gets this need met by being able to draw cartoon heroes.

3. Refer the group to the "How I Meet My Basic Needs" form. Give students time to record some of the things they do to get their basic needs met.

4. In small groups, have students discuss the examples they recorded and compare how they are alike and how they are different.

5. Repeat the idea that basic needs are usually the origin of conflict: For instance, suppose you are upset because your friend is going to a party you were not invited to. You might get into a conflict with this friend because you are not getting your belonging need met. Suppose someone calls you a name and you get into an argument. Name calling shows a lack of respect, which is related to the power need.

6. Refer the group to "Looking at My Conflicts." Ask students to record examples of conflicts they have experienced in each need shape.

7. Have students get back into the same small groups to talk about each need and the conflicts they have experienced.

8. Summarize that being aware of our basic needs helps identify unmet needs as the origin of conflict: When we understand the origin of a conflict, we have a better chance of resolving it.

From *Creating the Peaceable School (Program Guide:* pp. 65-66) by Richard J. Bodine, Donna K. Crawford, & Fred Schrumpf, 1994, Champaign, IL: Research Press. Copyright 1994 by the authors. Reprinted by permission.

How We Meet Our Basic Needs

- Our **BELONGING** need is met by developing relationships with other where we have the opportunity to love, share, and cooperate.

- Our **POWER** need is met by achieving, accomplishing, and being recognized and respected.

- Our **FREEDOM** need is met by making choices in our lives.

- Our **FUN** need is met by laughing and playing.

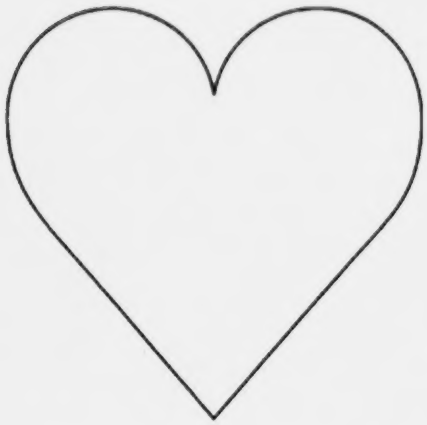
We are born with the same
basic needs.
However, the things we each choose to do to
meet these needs
may be different
from what others choose.

From *Creating the Peaceable School (Student Guide:* p. 18) by Richard J. Bodine, Donna K. Crawford, & Fred Schrumpf, 1994, Champaign, IL: Research Press. Copyright 1994 by the authors. Reprinted by permission.

How I Meet My Basic Needs

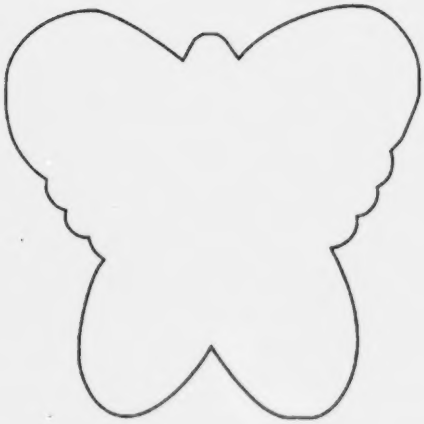
Instructions: In each need shape, draw or write some thing you do to meet your basic needs.

BELONGING

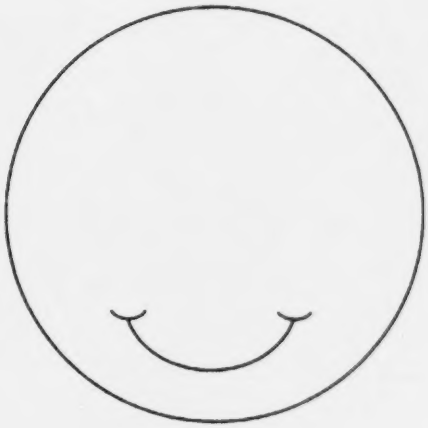


POWER

FREEDOM



FUN



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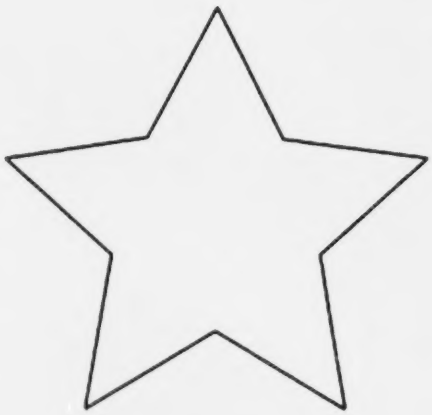
Looking at My Conflicts

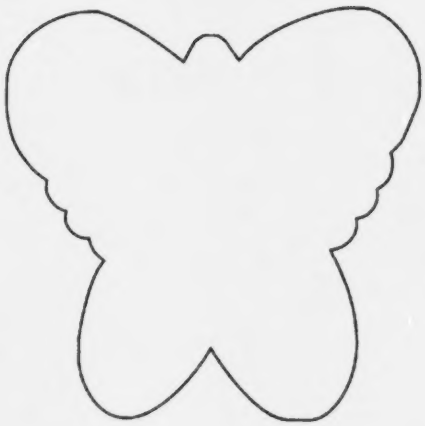
Instructions: In each need shape, draw or write examples of conflicts you have experienced.

BELONGING

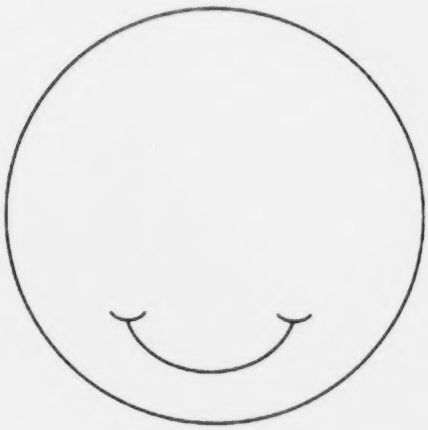
POWER



FREEDOM



FUN

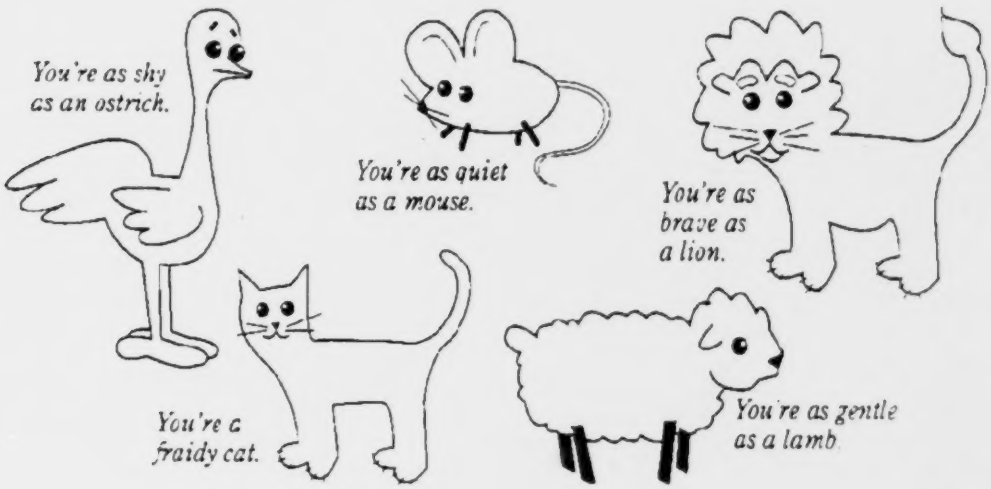


From *Creating the Peaceable School (Student Guide;* p. 20) by Richard J. Bodine, Donna K. Crawford, & Fred Schrumpf, 1994, Champaign, IL: Research Press. Copyright 1994 by the authors. Reprinted by permission.

Animal Feelings

Objective: Students will identify their primary affective "style."

Sometimes we think that animals have feelings like we do. Grown-ups sometimes say:



Can you draw a picture (or find one in a magazine) of the animal that you think is most like you?

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Dealing with Feeling Book List

Alexander And The Terrible, Horrible No Good, Very Bad Day by Judith Viorst.

Angry, by Janine Amos. Steck-Vaughn, 1991.

Bailey The Big Bully, by Lizi Boyd. Puffin Books, 1991.

Being Bullied, by Joy Berry. Living Skills, 1988.

Being Bullied, by Kate Petty & Charlotte Firmin. Barron's, 1991.

Berenstain Bears And The Bully, by Stan & Jan Berenstain. Random House, 1993.

Bully For You, by Toni Goffe. Child's Play, 1991.

Fighting, by Joy Berry. Living Skills, 1988.

How To Deal With Friends, by Richard Powell. Watermill Press, 1990.

I'll Fix Anthony by Judith Viorst.

Kelly Bear's Feelings, by Leah Davies. Kelly Bear Books, 1989.

Luke's Bully, by Elizabeth Winthrop. Puffin Books, 1990.

Move Over There, by Martha Alexander. Dial, 1981.

Noel The Coward, by Robert Kraus. Simon & Schuster, 1989.

Once I Was A Bully: And You'll Never Guess What Happened, by Doris Sanford. Multnomah, 1990.

A Real Winner, by Patricia & Frederick McKissack. Milliken, 1987.

Secret Of The Peaceful Warrior: A Story About Courage And Love, by Dan Millman. Starseed Press, 1991.

The Temper Tantrum Book, by Edna Mitchell. Puffin Books, 1969.

Two And Me Makes Three, by Roberta Greene. Coward-McCaan, 1970.

Why Are You So Mean To Me? by Deborah Hautig, Random House, 1986.

"When You're Angry and You Know It" Song

Sing to the tune of "When You're Happy and You Know It"

When You're Angry And You Know It,

Verse 1: Stop And Think!

Verse 2: (Talk To A Friend)

Verse 3: (Go For A Walk)

Verse 4: (Jiggle Your Body)

Verse 5: (We would elicit suggestions from the youth with the caveat that their responses had to be things that wouldn't hurt them or any other living being; e.g. kick a dog/cat.)

When You're Angry And You Know It,
Stop And Think!

When You're Angry And You Know It,
There's A Healthy (Or Peaceful) Way To Show It,

When You're Angry And You Know It,
Stop And Think!

Note: We would create motions and movements to go with each of the responses such as putting their hands up for "STOP" and pointing their finger at their head for "THINK", etc.

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Communication Activities

Nonverbal Communication — Grade Level: 2-6

Materials 10 index cards labeled with the following words:

Scared
Worried
Excited
Bored
Irritated
Hurt
Snobby
Guilty
Sad
Angry

Time 15-20 minutes

Procedure

1. Introduce the concept of body language through a demonstration that sends the class a "mixed message." For example, storm into the room, slam a book down on your desk, stand with your arms crossed, frown, stamp your foot, and say, "Today will be a great day; we will do some really interesting and fun things today."

Then ask the class how they felt about the words you were saying. Did they believe them? Were they comfortable with them? Why not? How else were you communicating? Which was more believable?

2. Discuss the concept of body language with the class. (We all communicate on two levels: in verbal and nonverbal ways. Feelings are often communicated through body language.)

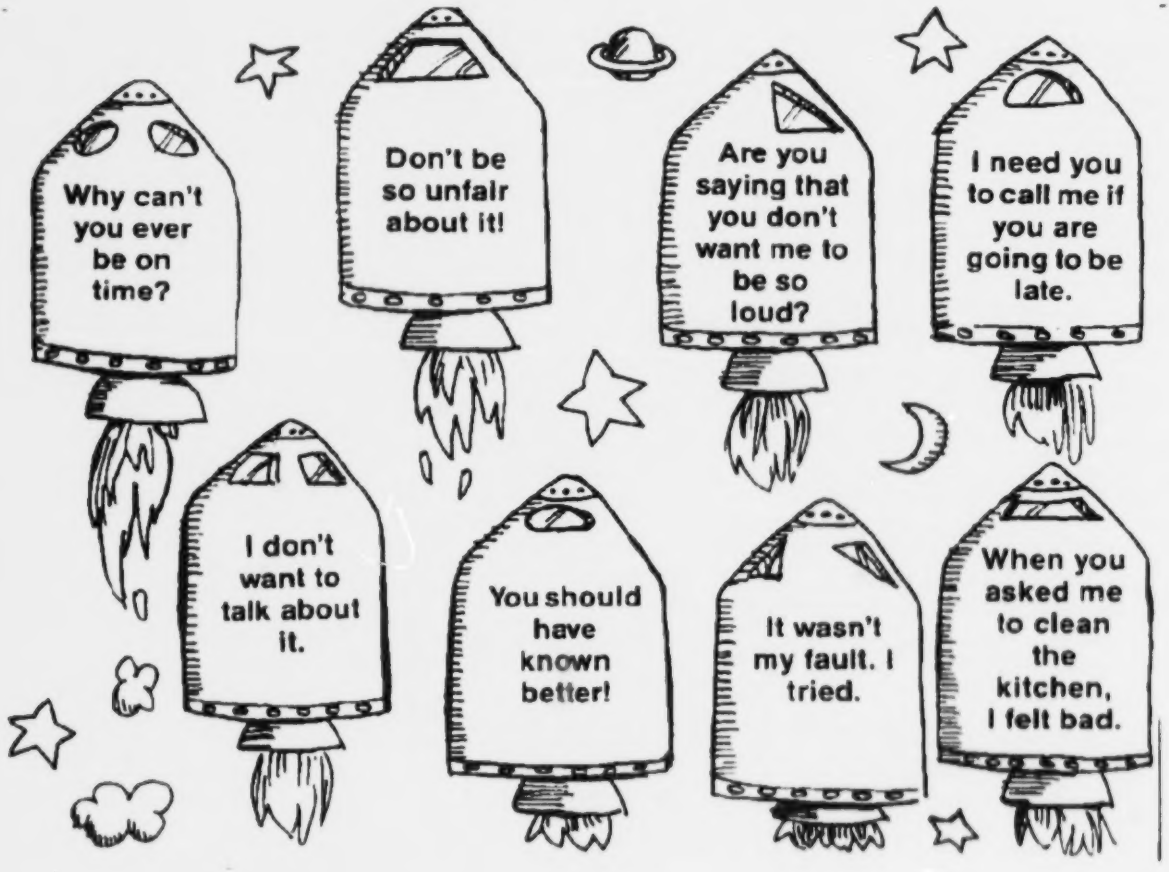
3. Ask for volunteers to demonstrate, through body language, the words (feelings) written on the index cards; have the class identify the feelings being demonstrated.

Reprinted with permission from *Resolving Conflict Through Mediation*, Ætna Life Insurance Company *Source: Adapted form Project Response and Conflict Management Training Guide

Blast Off!

Grade Level: 4-6

A problem can best be solved through discussion rather than argument. Decide which statements in the rocket ships would help get a discussion off the ground and color those rockets' flames red. Read the definitions of *discussion* and *arguing* below before coloring the flames.


Why can't you ever be on time?
Don't be so unfair about it!
Are you saying that you don't want me to be so loud?
I need you to call me if you are going to be late.
I don't want to talk about it.
You should have known better!
It wasn't my fault. I tried.
When you asked me to clean the kitchen, I felt bad.

Discussion is an exchange of ideas, feelings, thoughts and opinions. It is relating to one another. It makes for better understanding and problem solving.

Arguing is avoiding one another. Its purpose is also to express ideas, feelings thoughts and opinions but with the purpose of insulting and hurting others. It stops problem solving and creates anger.

Compare the statements that would get a discussion off the ground with those that would keep the discussion from going anywhere (except lead to arguments and explosions). Discuss with your teacher and classmates the difference between the statements.

Reprinted with permission from *Interactions* by Debbie Pincus, 1988, Good Apple, Modern Curriculum Press, 250 James St., Morristown, NJ.

Using "I" Statements — Grade Level: K - 3

Objectives: The students will be able to:
1. explain behaviors of others that annoy them.
2. demonstrate giving "I statements" as a response to annoying behavior.

Materials:
1. Book--choose one from list at end of this lesson
2. Poster for "I statements" (see step #5)
3. Chart paper or board

Learning Experience:

1. Read a book chosen from the list at end of lesson to the class.

2. Ask students to name some things that classmates do to bother them at school. (Don't allow any names.) List responses on chart paper or board.

3. Ask students to think about how they <u>feel</u> when someone bothers them.
   Examples:
   - ✧ Angry at them.
   - ✧ Sad, maybe they don't like me.
   - ✧ Afraid to say anything because I might hurt their feelings.
   - ✧ Afraid to say anything because they might get mad at me.
   - ✧ Unsure what to do.

4. Ask students to think about what they <u>do</u> when someone bothers them.
   Examples:
   - ✧ Talk about that person to other people.
   - ✧ Act as if it doesn't bother me.
   - ✧ Ignore the person.
   - ✧ Try not to get upset.
   - ✧ Yell at them.
   - ✧ Hit them or try to hurt them in some way.

5. Explain "I statements" are acceptable ways to handle people who bother you."
   - ✧ Feeling hurt or angry are normal feelings.
   - ✧ Yelling or hitting, kicking, etc. are unacceptable ways of dealing with the problem.
   - ✧ Acceptable ways are "I statements".

   ➚ Show the following poster to the students, then go to the next page.

"I" Statement Poster

Name the feeling you have.

" I feel_____

Name the behavior that bothers you.

"when_____

Tell what the consequences of the behavior are.

"because_____

Say what you want to happen instead.

"and I would like_____"

Provide examples of two ways to respond to situations (unacceptable and using "I" statements").

- ✧ Someone takes your eraser without asking. Example of "I" statement: "I feel confused when you take my eraser without asking because I don't know where it is. Next time please ask me."
- ✧ A classmate keeps telling you what to do.
- ✧ Someone laughs at your answer.

6. Practice applying the skill:
   - ✧ Ask each student will cut out one blank finger puppet, put a face on it, and tape it to their finger.
   - ✧ Help students find a partner to work with.
   - ✧ Describe an annoying situation that might really happen to them. Use examples from chart made at beginning of the lesson.
   - ✧ Students make the finger puppets respond to the situation with "I" statements.
   - ✧ Teacher circulates, listening to responses and reviewing the steps of "I" statements for those having trouble.

Closure:

1. Review the story that was read at the beginning of the lesson. Ask "How did the characters handle a person bothering them? Did they use an acceptable or unacceptable method? What would an "I" statement have sounded like in this story? Give examples.
2. Other stories could be read and analyzed in the same way.

Book List

Angry, by Janine Amos. Steck-Vaughn, 1991

And My Mean Old Mother Will Be Sorry, Blackboard Bear, by M. Alexander. Dial, 1972.

Berenstain Bears Get in a Fight, by Stan & Jan Berenstain. Random House, 1982.

The Brown Bear Who Wasn't: Expressing Feelings, by C. Kaplan. Milliken, 1990.

Feelings, by Aliki. Mulberry Press, 1984.

The Hating Book, by Charlotte Zolotow. Harper Collins, 1969.

I'm Mad, by Elizabeth Crary. Parenting Press, 1992.

I Was So Mad, by Norma Simon. Whitman, 1974.

I Was So Mad, by Mercer Mayer. Golden Books, 1983.

The Quarreling Book, by Charlotte Zolotow. Harper & Row, 1963.

Sassafras, by Stephen Cosgrove. Price Stern Sloan, 1988.

Throwing Tantrums, by Joy Berry. Living Skills, 1988.

Won't Somebody Play With Me? by Stephen Kellogg. Dial, 1972.

Being A Good Listener

1. Listen as if you were in the other person's place to better understand what the person is saying and how he or she feels.

2. Show you understand and care with verbal and nonverbal behavior
   - -tone of voice
   - -facial expressions
   - -gestures
   - -eye contact
   - -posture

3. Restate the person's most important thoughts and feelings.

4. Do not interrupt, offer advice or give suggestions. Do not begin to talk about problems you have or bring up similar experiences of your own.

Conflict Management Across the Curriculum

Activities Across the Curriculum

As you teach conflict management skills you will discover many opportunities to model and to incorporate these life skills into the curriculum. You may want to consider linking conflict management with academics.

1. Look at the objective of the lessons to be taught.
2. Look at the suggested activity for achieving the objective.
3. Consider the concepts and skills required to manage conflict nonviolently.
4. Decide if

- the suggested activity can be adapted in such a way that it can achieve both your primary objective and a conflict management objective
  or
- if a different activity could be used that would accomplish both objectives.

For example: your objective is to review for a test on content. If the activity for doing so is oral review, you might add that each student must paraphrase what the person before said before answering. The added objective would be to practice active listening and paraphrasing.

Art/Music

Consider these:

1. Listen to songs that promote peace and nonviolent conflict resolution.
2. Consider what elements in a musical composition escalate and de-escalate emotions.
3. Develop art projects around the theme of promoting peace.
4. Design jigsaw puzzles.

Science

Examining conflict in nature is a great approach integrating science and conflict management. Consider the following possibilities.

1. Relate air and water pressure to anger management.
2. Compare optical illusions to the problems of differing perspectives.
3. Study controversial environmental issues from both viewpoints.
4. Compare the scientific method to problem solving.

Social Studies

Consider integrating lessons on conflict in these ways.

1. Study biographies of peacemakers.
2. Examine how different cultures deal with conflict.
3. Look at an historical conflict from both sides.
4. Have groups represent different sides in an historical conflict. Use conflict resolution steps to talk through the conflict.

Math

The following quote from Arithmetic Teacher underlines the opportunity math provides to develop and enhance students' thinking and problem solving skills.

> We Get What We Ask For
>
> As teachers, we get what we ask for. If we ask only for simple numerical answers, children will value only procedures and computational tasks. But, if we ask for discussion, explanation, and elaboration; and if we reward these kinds of answers, then children will value understanding and meaning.
>
> John L. Higgins, Arithmetic Teacher, January, 1988

Problem solving is as much a natural part of mathematics as it is of conflict management. Consider the following ideas:

1. Separate the relevant information in a story problem from the irrelevant data.
2. Balance equations as a parallel for fair, win-win, outcomes.
3. All conflict resolution involves solving puzzles. Apply the steps of solving mathematical puzzles to conflict situations.

Adopting Themes

Teachers can develop themes related to conflict management and build activities around those themes. Examples of themes are: family, working together, community, conflict, citizenship, etc. Health also offers a good area to develop concepts of self-esteem, feelings, I-message, relationships, and problem solving model for resolving conflicts.

Developed with contributions from Vinia Roberts, Park Layne Elementary, New Carlisle, OH and Martha Green, PLOWSHARES, Glenford, OH 614-659-2322.

More Practice Across the Curriculum

Art ***[3 - 6]*** Cartoon Strips. Strengthen students' artistic abilities by having them create cartoon strips that show how to handle anger-provoking situations. Ask them to have one character respond in a positive way to someone's annoying behavior. Invite students to post their strips on a bulletin board and/or read them aloud.

Teaching Tip: Use fights, arguments, and other negative encounters between students as "teachable moments." After tempers have cooled, discuss how the people involved responded to the problem. What did they say to one another? How did they say it? How might they have handled the situation more effectively?

[K - 6] Think of a Better Way. Invite volunteers to describe how they responded to the anger-provoking behavior of a classmate, friend, brother, or sister—-without naming anyone. Select some situations for students to act out with a better approach, expressing their feelings in a more helpful way. Then discuss how different approaches lead to different outcomes.

Social Studies

[2 - 6] Anger for Change. Have students work as individuals, groups, or a class to list things in the school or community that are unfair and make them angry, such as older students not sharing the playground equipment with younger students. Select several common concerns to explore as a class. Discuss how the students might use their anger to take positive action and address these problems. This is also a good activity for Big and Little Buddies to do together.

[4 - 6] Letter Campaign. Read aloud letters people have written to local newspapers about issues that upset them. Then encourage students to write to business or government leaders and express their own concerns, along with possible ways to address those concerns. Before mailing the letters, read several aloud and post copies on a bulletin board. Discuss and post any responses to students' letters.

[4 - 6] In the News. To promote interest in current affairs, have students bring in news stories that describe the consequences of expressing anger in negative ways. Discuss how calming down, thinking things through, and talking things out might have changed what happened.

Expressing Anger is a component of a comprehensive conflict management program, Lions-Quest Working It Out 1995, with permission of Quest International.

Academic Controversy

Structured Controversies

Structured controversies promote conceptual conflicts. In order to maximize student achievement, student critical thinking, and student use of higher-level reasoning strategies, teachers need to engage students in educational conflicts within which they have to prepare positions, view the issue from a variety of perspectives, and synthesize the various positions into one position. The frequent use of academic controversies allow students to practice their conflict skills daily.

Taken from Teaching Students To Be Peacemakers
Interaction Book Company
David W. Johnson and Roger T. Johnson, 1991

Procedure For An Issue Controversy

Goals:
1. Work together to reach the best decision.
2. Reach an individual, informed opinion.

Steps: Each group of four follows these steps.

1. Form groups of four. Within each group, make two teams, A and B.
2. Define the issue or problem and identify the two positions.
3. Assign team A to one position and team B to the other.
4. Each team researches their position and articulates the main ideas and details to support it.
5. All teams assigned the same position can periodically work together to share their information.
6. Within each group, team A presents its information to team B. Then team B presents its information.
7. Questions go back and forth.
8. Each team switches perspectives and summarizes the other position accurately and completely.
9. The group of four complete a pro/con analysis of each position and reaches a decision. Each member of the group must be able to state the group's decision and the support for it.
10. Finally, each individual writes a justified personal opinion as to which position to support.

Excerpt from Issue Controversy, Social Studies Department of Pomperaug High School Region 15 Public Schools, Southbury, CT 06762

The Maligned Wolf

Grade Level: K - 6

Objectives:

The students will:
1. understand that there are two sides to every story.
2. appreciate the importance of hearing both sides.

Materials:

A copy of "The Maligned Wolf" (See next page.)
A copy of "Little Red Riding Hood"

Procedure:

Stories and discussion:

1. Read or tell the class the story of "Little Red Riding Hood"

2. Ask the class:
   What happened?
   How did you feel about Red Riding Hood?
   How did you feel about the wolf?

3. Read or tell the class the story of "The Maligned Wolf." (See next page.)

4. Ask the class:
   a. How is this different from the story of Little Red Riding Hood?
   b. How is it the same?
   c. How did you feel about the wolf when you heard Little Red Riding Hood's story?
   d. Now that you've heard the wolf's story, how do you feel about the wolf?
   e. How did you feel about Little Red Riding Hood before you heard this story?
   f. How do you feel about Little Red Riding Hood now?

   Small group work:
   Assign students to work with a partner or in a small group to think of another fairy tale in which one party seems totally right and the other totally wrong. Ask them to retell the story from the other party's viewpoint. They might choose the witch in Hansel and Gretel, the giant in Jack and the Bean-stalk, the wolf in the Three Little Pigs, etc.

Closure:

Tomorrow you will have a chance to tell us the story you worked on today. Sometimes we only hear one side of the story. In real life, as in fairy tales, we understand conflicts better if we hear both points of view.

The Maligned Wolf

Subject: Reading

The forest was my home. I lived there, and I cared about it. I tried to keep it neat and clean.

Then on sunny day, while I was cleaning up some garbage a camper had left behind, I heard footsteps. I leaped behind a tree and saw a little girl coming down the trail carrying a basket. I was suspicious of this little girl right away because she was dressed funny-- all in red, and her head covered up as if she didn't want people to know who she was. Naturally, I stopped to check her out. I asked who she was, where she was going, where she had come from, and all that. She gave me a song and dance about going to her grandmother's house with a basket of lunch. She appeared to be a basically honest person, but she was in my forest, and she certainly looked suspicious with that strange getup of hers. So I decided to teach her just how serious it is to prance through the forest unannounced and dressed funny.

I let her go on her way, but I ran ahead to her grandmother's house. When I saw that nice old woman, I explained my problem and she agreed that her granddaughter needed to learn a lesson all right. The old woman agreed to stay out of sight until I called her. Actually, she hid under the bed.

When the girl arrived, I invited her into the bedroom where I was in the bed, dressed like the grandmother. The girl came in all rosy-cheeked and said something nasty about by big ears. I've been insulted before so I made the best of it by suggesting that my big ears would help me to hear better. Now, what I meant was that I liked her and wanted to pay close attention to what she was saying. But she made another insulting crack about my bulging eyes. Now you can see how I was beginning to feel about this girl who put on such a nice front, but was apparently a very nasty person. Still, I've made it a policy to turn the other cheek, so i told her that my big eyes helped me to see her better.

Now let's face it- no wolf could ever eat a little girl- everyone knows that- but that crazy girl started running around the house screaming- me chasing her to calm her down. I'd taken off the grandmother's clothes, but that only seemed to make it worse. All of a sudden the door came crashing open, and a big lumberjack is standing there with his ax. I looked at him, and all of the sudden it came clear that I was in trouble. There was an open window behind me and out I went.

I'd like to say that was the end of it. But that Grandmother character never did tell my side of the story. Before long the word got around that I was mean, nasty guy. Everybody started avoiding me. I don't know about that little girl with the funny red outfit, but I didn't live happily ever after.

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Conflict Management Art Slogans For Making Posters

Friends Stick Together Like Glue

Don't Fight, Do What Is Right

Don't Let Your Temper Explode

Don't Lose Your Cool

Be Honest And Sincere

Fighting Only Brings Tears

Be A Glamorous Person Fight Fair

Be A Hero Not A Bully

Forgive And Forget

Don't Horse Around And Make Excuses

Tackle The Problem, Not The Person

Hands Are For Helping, Not Hurting

Don't Put Others Down

The Blame Game Won't Get You Anywhere

Hitting Isn't Cool

Attack The Problem, Not The Person

Be Smart, Don't Start Fighting

Don't Be Cruel To Others

Don't Wreck Your Friendship

Don't Be A Bully

Be A Friend To The End

Be Nice About Solving Problems

Keep Cool, Don't Be A Fool

Respect People's Property
Stop In The Name Of Peace

Family Harmony: Conflict Management at Home

Conflict management skills and concepts can be used in the home by adults and children to create a living environment that invites every family member to participate in problem solving. For reading ease, the word "parent" is used in this article to refer to a parent, guardian or other adult that has responsibility for child care.

To achieve family harmony and encourage the use of effective, non-violent conflict management skills:

- ✔ Parents give themselves permission to acknowledge their own feelings, particularly anger; differentiate between residual anger and current frustrations; and access the healthy energy of anger and utilize it to move forward toward building solutions.
- ✔ Parents enable children / youth to focus the energy of their feelings toward building solutions and are particularly sensitive to gender socializations that tend to compel girls to release angry feelings through tears (powerlessness) and boys to release sadness and/or fear through anger or aggression.
- ✔ Parents model and coach children / youth to solve problems by asking reality-checking questions that focus on children's strengths, hopes and future goals, e.g., "I wonder what you would like to do differently?"
- ✔ All family members acknowledge and practice a procedure that requires all persons directly involved in the conflict to come together to build the solution. Parents facilitate the process between siblings by listening and posing problem-solving questions and encouraging each sibling to contribute to the solution.
- ✔ The framework within which the process of family conflict management is implemented is consensus. A consensus process requires each family member to ask themselves two questions: "How can this problem be resolved so we can all live in harmony" and "How can this problem be resolved in a way that will allow each person to feel the solution is fair?" The goal of consensus is to promote interdependence and mutual respect.
- ✔ All family members practice active listening and use "I" messages intentionally to create and maintain an environment in which each person, regardless of age or gender, can take the risk of stating their needs and interests.
- ✔ When implementing the conflict resolution process; particular care is used to assure that each person involved in the conflict articulates the first step of defining the problem from their perspective. This trust-building stem cannot be forced or evaded. If necessary, allow each participant to privately write and read each other's definition of the problem.
- ✔ Parents remain aware of their body language and tone of voice during this processing in order to maintain an atmosphere of emotional security. Children / youth are most vulnerable in this setting.
- ✔ At all times, use humor and keep focused on building solutions that will permit each person involved in the conflict to satisfy their interests.

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